

# CLASSROOM ACTIVITY GUIDE

STUFF DESIGNED, MADE AND BUILT IN SOUTHEASTERN WISCONSIN - FALL 2025



A GUIDE TO

A SUPPLEMENT OF **BizTimes** MILWAUKEE

# STUFF

DESIGNED, MADE AND BUILT IN SOUTHEASTERN WISCONSIN

FALL 2025

See profiles of companies hiring now  
Featured industries: Manufacturing, construction, health care & hospitality

**COOL STUFF**  
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Made in southeastern Wisconsin pages 10-13

**SUPPLY CHAIN**  
-----  
Blown up pages 16-17

**STUFF BLOWN UP**  
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Luxury apartment tower  
333 Water pages 38-39

# A guide to using **STUFF**

Designed, Made and Built in Southeastern Wisconsin  
**IN THE CLASSROOM**

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A main priority of **STUFF Designed, Made and Built in Southeastern Wisconsin** is helping expose students to the world of possibilities for their future careers. For students with a clear idea of what they want to do after school, **STUFF** offers the chance to think critically about what it will take to achieve those dreams. For those unsure about their future path, **STUFF** provides a guide for what questions to consider and exposure to what southeastern Wisconsin's economy offers.

To help educators use this magazine as a resource, we've put together a series of activities to help guide students as they explore this issue. The activities can all be done on their own, or in succession. Students could do them individually but in many cases would benefit from collaborating and working with their classmates to come up with ideas.

Of course, educators know their profession best and should modify these features as they see fit.

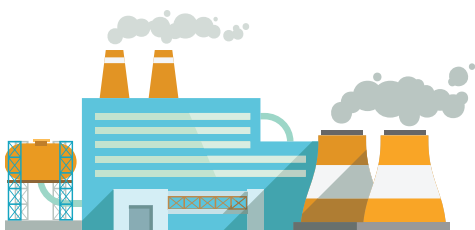
## ★ EXPLORING CAREERS AND SCHOOLS

Drawing on the features and profiles in **STUFF**, ask students to identify a career they are interested in pursuing. Student responses could come in the form of a short writing assignment, a group discussion or brief presentation. Students should identify what kind of training might be required, what job prospects look like for the position and how the career matches their interests or preferred work styles. If the job is one that may require more experience, students should identify positions that could help them climb the ladder to reach their goal. If it is a more entry-level position, students should identify jobs they might eventually grow into.

**ALTERNATIVE #1:** Students describe their interests and passions to the class or a group of classmates. Others offer ideas for potential careers based on those interests. Students select one of those jobs and then explore remaining questions on job prospects, required skills or education and need for technology.

**ALTERNATIVE #2:** For each of the industries covered in **STUFF** – manufacturing, construction, health care and hospitality – ask students to identify a career that matches their interests. The goal is to help students understand that each industry needs employees that do things beyond what the industry is known for. Manufacturing needs graphic designers for packaging, construction needs people who are good with numbers to bid on and win new projects, and health care and hospitality need people who can keep their equipment running. After identifying careers in each industry, students may be asked to complete above questions about job prospects and required skills or education.

## ★ FINDING MORE COOL STUFF



After exploring the “Cool Stuff” feature (pages 10-13) and manufacturing company profiles (pages 20-31), ask students to do their own research on area businesses. Ask them to find area companies (same municipality, county, larger area – up to teacher to define) that make or design things locally. They should identify what the company makes or designs, what roles the company is currently hiring for and anything else that interests them. This could be done as a short, written assignment, brief visual presentation or class discussion. The class could vote on the most interesting or unique thing someone finds that is made locally.

**PART 2:** Students should select a company from Cool Stuff or company profiles that interests them. After researching the company through its website and other sources, like Glassdoor, students should develop a list of questions to ask the company during a hypothetical job interview. These could be specific to a particular role or generally about the company, its operations, culture and history. Students could then share 1-3 of their questions with the class and discuss why it is important to know or how best to ask it during an interview.



## ★ EXPLORING SUPPLY CHAINS

After reading the “Supply Chain” feature on pages 16 and 17, students should pick a company from “Cool Stuff,” the company profiles or a local company identified in the “Finding More Cool Stuff” activity. As individuals or as a group, students will brainstorm parts of the company’s supply chain.

For example, Johnsonville needs to source its meat from a farm, find a supplier for seasonings, make its products, order packaging and labels, ensure products are shipped correctly (kept cold or even frozen) and distributed to different customers (including grocery stores, restaurants, stadiums and other venues).

Encourage students to break down the supply chain into as many parts as possible. A water bottle and a bottle cap could potentially come from different suppliers. For Johnsonville, the supplier for the packaging tray, plastic and label could be three different companies. Students should also think about different ways to get the product to customers, like retail, dealerships or e-commerce.

## ★ WHO IS BUILDING IN YOUR BACKYARD?

Students should start by researching local construction companies in their municipality or county. After identifying a local firm, students should use the company’s website and other online research, like news articles, to identify projects that company has helped build. Students could compete to identify the most projects, the most unique project or the biggest project. Depending on available time, teachers or students may reach out to the local firm and ask them to come to class and discuss how a project was built.



## ★ CONTACT US

Thank you for sharing **STUFF** magazine with your students. Please let us know if you found this activity guide helpful and how students are utilizing **STUFF**. As we prepare for next year’s edition, we encourage your comments, story recommendations or suggested improvements.

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